CSI

'CSI' SUMMER LEARNING ENRICHMENT PROGRAM

Final Summary Report
December 2006

Social Planning Council of Winnipeg
412 McDermot Ave.
Winnipeg, Manitoba

CSI: Summer Learning Enrichment Program 2006 Report

As a follow-up to research by the Manitoba Centre for Health Policy, the Social Planning Council of Winnipeg created a *Poverty Barometer* on Summer Learning Loss in 2004. A forum was convened on the issue, which led to a group of community volunteers spearheading an initiative to address summer learning loss. The result was the ***CSI (Community School Investigators): Summer Learning Enrichment Program.***

First offered in the summer of 2005 at Dufferin and John M King schools, in 2006, it was expanded to include children at David Livingstone School. One hundred and eighty students between the ages of 6 and 12 registered, with over 120 children attending on a regular basis during the five-week program.

The goals of the program included, engaging children in enriching learning opportunities throughout the summer to prevent summer learning loss, improving educational outcomes for children living in poverty, and enhancing the skills and employment experience of local youth.

Twenty-six university and high school students were hired as instructors and assistants to help in the implementation of these goals. Most of these students were hired through the Urban Green Team program and were sponsored by a variety of agencies including C.E.D.A., Manitoba School Improvement Program, and the Centre for Aboriginal Human Resource Development (CAHRD). The university students were mainly education students from the Universities of Winnipeg and Manitoba, while the high school students were hired from the local secondary schools. The program was designed to benefit both the children participating in it as well as the instructors and assistants delivering the program.

Through the support of many community organizations and partners the program was very rich. A "science theme" was the basis for many of the literacy and numeracy activities during the summer program, with the children having the opportunity to attend the University of Winnipeg science department and labs to do some "hands on" experimenting. A favourite of the children was the chemistry lab.

> *"I know the children had a good experience, because they told me. This was a good experience for me, as I learned a lot, working with these children…I would work here again because I want to be a teacher and it's one of the best places to work with kids!"*
>
> *-High School student*

Other activities varied, depending on the school's community. Some of these included visits to the Ellice Ave. Theatre and Café, the Wahbung Centre, Western Glove Works, Turtle Island and Graffiti Gallery. Frontier College provided weekly literacy activities through their "Reading Tents" program. As well, the Winnipeg School Division provided transportation to some larger field trips, such as the Manitoba Museum and the Children's Museum.

To help support the parents of the children in CSI, a *Rock and Read* parent/child interactive literacy program was provided at each of the school sites for parents and younger siblings. Two trained facilitators from the Indian Métis Friendship Centre were hired with support from a Downtown Parent-Child Coalition grant. Unfortunately, the program was not well attended. However, a lesson learned for next

year is that there is a need for a staff person to work specifically in the community to draw parents to participate in the program and its special events.

A healthy breakfast and lunch were provided to the students throughout the program, with a couple of meal events that included parents. The Winnipeg Regional Health Authority and the Point Douglas Chronic Disease Prevention Committee helped to support this initiative both through training and funding. The food co-ordinators were hired locally and food was purchased through local businesses. The children enjoyed the daily nutritious meals, especially those when the families were invited.

The program culminated with an interactive concert put on by the Winnipeg Jazz Society's *Jazz on Wheels*. Parents, children, community and funders were all invited to participate. Prior to the concert, some of the jazz musicians gave music workshops for the students at one of the program sites.

> *"There's a little guy named L. who is just dying for a chance to show you what he can do. With a little support, he'll be able to play anything taught to him and he'll be good at it. His brother T. is pretty much the same. Their friend M ...is a gifted sponge and as eager to learn as they get....*
> *My encounter with these kids only strengthens my belief that jazz music has a role to play in helping to heal and strengthen these kids and their communities.*
> *-Steve Kirby, jazz musician, editor, dig! magazine*

Many lessons were learned through the CSI program. Following are some of the comments made by the children, the instructors and teachers:

"I learned that there are many organizations that care about this program and they counted on us to make it count for the kids."

"It helped me see and find out things about myself that I thought I couldn't do! It was great!"

"Honestly, I feel like I'm even better at fractions because we taught it to the children!"

"At the Wahbung Centre, we learned about being respectful... learned the Seven Teachings".

"It was a good experience for the teacher co-ordinators...to experience first hand the daily life of an administrator."

"I learned that to teach you need a lot of patience and you get nowhere without a team."

Many parents commented that they were very happy that their children were being given the opportunity to continue their learning and development over the summer.

At the end of June 2006, the students were **assessed in reading** for their final school reporting period. They were again assessed in September 2006 through the Winnipeg School Division C.A.P assessment. Of the students assessed, 90.5 % stayed the same or improved and 9.5 % fell slightly behind.

A **pre and post test in mathematics** was given to a random sample of students in the program. This was conducted at the three sites. Of the students who wrote both the pre and post tests, 80 % had results that showed either they had growth in their math skills or that they had maintained their math skills.

The teacher co-ordinators, the children and the instructors would concur that the program was beneficial to everyone in different ways, and should continue and expand in the future.

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